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ABSTRACT

This module on enhancing motivation is the eighth of 11 modules in the set, Introduction to Teaching Adults. Designed to meet the learning needs of part-time continuing education instructors, these modules can be used as resource materials for local workshops or study-discussion groups, as self-instruction (each module takes approximately two hours), and as a correspondence course. (Source information on correspondence study is cited in module 1.) All modules except the first one are designed to be used in part in conjunction with an audiotape. Focus of the module is on teaching techniques useful in managing adult learners individually and in groups. The booklet provides the basic information and exercises with answers on these topics: nature of motivation, motives for participation, motives for learning, and enhancing motivation. (YLB)

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INTRODUCTION TO TEACHING ADULTS

MODULE 8

ENHANCING MOTIVATION

Prepared by:
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Division of Adult Education
The University of British Columbia
1981

CE 030 322

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MODULE 8: ENHANCING MOTIVATION

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MODULE 8

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ABOUT THIS PROGRAM

This series of modules was developed by the Division of Adult Education and the Centre for Continuing Education of the University of British Columbia under contract with the Ministry of Education of the Province of British Columbia. The series was developed under the direction of Gary Dickinson, and Sandy McGechaen supervised the production.

The eleven modules in the complete program are:

Level I

1 Guidelines for Teachers of Adults

Level II

2 Using Instructional Techniques
3 Using Instructional Media
4 Using Evaluation Instruments

Level III

5 Designing Instruction
6 Writing Instructional Objectives
7 Managing Instruction
8 Enhancing Motivation

Level IV

9 Understanding the Adult as Learner
10 Understanding the Learning Process
11 Continuing Your Development

MODULE 8: ENHANCING MOTIVATION

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INTRODUCTION

This module introduces basic concepts about motivation and suggests ways in which a teacher of adults can enhance motivation in a group of adult learners. When you have completed the module, you should have acquired techniques that will be useful to you in managing adult learners individually and in groups.

The booklet provides the basic information and exercises for the module. At two points during the booklet you will be asked to listen to the tape and complete an exercise related to it. The assignment asks you to think about the things you do in the classroom to encourage motivation.

NATURE OF MOTIVATION

What motivates behavior? What motivates the drunk lying derelict in a city alley? What motivates the composer creating a symphony, or a builder who lovingly crafts his dream boat night after night in a freezing garage? What motivates someone to climb Mt. Everest, sail the oceans, play golf, gamble on racehorses, play with model trains, collect stamps or scream abuse at an opposing hockey team? Attempts to answer questions such as these have occupied mankind for thousands of years and are dramatised nightly when television pours stories of murder, romance, intrigue, and dirty work at the crossroads.

Why do so-called motives lead to certain acts? The motives which guide behavior are not simple; they may be as basic as hunger or as complex as the factors that induce a person to emigrate to a foreign country or jump off a mountain in a hang glider. There are many sources of motivation. Hunger and thirst are basic and force us to act. The need for sex, affection, exploration and the approval of friends also impels behavior. One view of human behavior suggests people are passive recipients of external super-natural forces. This view is predominant in third world tribal societies. Another view stresses the human ability to assess our situation, calculate and weigh consequences, and act in accord with a rational analysis. A third conception portrays man as a machine. From this viewpoint the motivation concept almost becomes redundant; we are not interested in the "motives" of a telephone. Nevertheless it is possible to account for the behavior of the telephone when a number is dialled. Current flows through the wire, activates bells in the recipient's telephone, and finally enables a message to be communicated. Human behavior can also be understood within the framework of this mechanistic model. One view of human motivation stresses that behavior stems from a need to remedy a deficiency or alleviate a state of tension or imbalance. Another view stresses that behavior stems from an innate tendency to grow and develop. The growth motivation idea stems from the work of psychologists like Abraham Moslow and Carl Rogers.

Motivation As Deficiency

Central to the notion of **deficiency motivation** is that people are impelled to behave only when their life lacks some important ingredient. In other words, behavior arises from a state of imbalance. The notion of imbalance was captured in 1932 by Walter Cannon who described the remarkable way in which the human body maintains equilibrium. It operates in a manner similar to the home heating thermostat. Cannon called the self-regulating process **homeostasis** and described mechanisms which maintained proper concentrations of sugar, salt, oxygen and carbon dioxide in the blood, as well as mechanisms for maintenance of optimal body temperature and removal of foreign objects.

No doubt much human behavior is "motivated" by the need to maintain physical homeostasis. Each person seems to have a range of tolerance for different kinds of stimulation and becomes uncomfortable if placed in a situation where the music is too loud or too soft, the fluid too sweet or too sour, the lecturer too abrasive or too passive. Behavior is also evoked by cues in the environment. Thus a potato chip nibbler at a party takes a handful everytime the bowl passes. The junk food junkie imagines he has a need — hunger — which appears to be present despite the fact he had a good meal less than an hour ago. This lack of correspondence between needs occurs because external environmental cues are powerful instigators of behavior and can evoke "needs" which did not exist a moment earlier. They can even impel behavior designed to satisfy a thoroughly satiated "need". Cues in the external environment can also heighten or prolong motivational states already in existence. Thus smokers habitually light up in the presence of cues associated with smoking such as the presence of an ashtray, other smokers, or the offer of a drink; food "pangs" are evoked by the smell of good food, a well-laid table, and a pre-dinner drink; Saturday morning television flings a sophisticated array of cues designed to induce your child to visit the local hamburger establishment; and women and men present

cues designed to excite sexual arousal, affection and psychological contact. Humans have learned to respond to a vast number of cues and signals that arouse motivational states.

The homeostatic notion assumes that motivated behavior arises from a deficiency state which will cease when the deficit is removed. According to this view of behavior, humans act when something is lacking; the person may be unhappy, hungry, lonely, anxious, or in need of promotion. In short, the homeostatic view suggests that motivation raised when tension is aroused and ceases when tension is reduced.

The deficiency theory of motivation has been criticized because there are instances of behavior that appear to stem from circumstances more subtle and complex than a simple desire to reduce tension. For example, young children engage in play when their biological needs are satisfied, and animals will "work" to earn the right to explore mazes or observe model trains through a peephole. They will even endure electric shock to engage in behavior tied to satisfaction of their biological needs.

In an effort to overcome this challenge, some psychologists have suggested that the need to engage in play, exploration, and curiosity are biological drives in themselves and are important for human survival. Some kinds of motivated behavior appear to be essential for survival and health although they are not linked to any known biological source. These activities include exploration, curiosity, artistic, and intellectual behaviors.

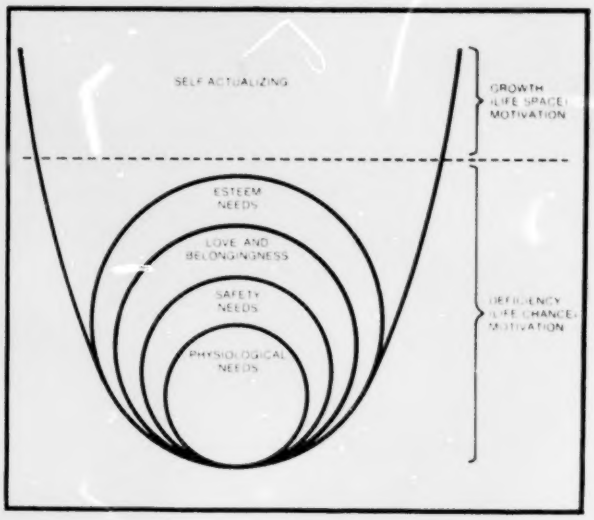
Growth Motivation

The needs to explore, create, or to give and receive love do not appear to be directly aimed at removing discomfort. Indeed, people often put themselves in states of considerable psychological or physical discomfort in order to satisfy a need. Thus, Sir Edmund Hillary says he climbed Mt. Everest "because it was there"; soldiers, philanthropists and ordinary citizens perform acts of heroism and generosity apparently unrelated to needs to satisfy deficiencies; children will spend hours in play.

The table on the following page from Krech, Crutchfield, and Livson's **Elements of Psychology** shows the principal human motives classified into those concerned with survival and security (deficiency motives) and those concerned with satisfaction and stimulation (growth motives.) Both types of motives may apply to the same object or impel similar kinds of behaviors. Thus, participation in adult education can occur both for "deficiency" and "growth" reasons.

Deficiency and Growth Motivation Reconciled

Abraham Maslow, author of influential books such as **Motivation and Personality** and **Toward a Psychology of Being**, tried to include both deficiency and growth needs in a need hierarchy. Most people's behavior is initially motivated by the lower-order needs, but they later display behavior designed to satisfy the higher-order needs. In the illustration, lower-order needs are shown in the smaller circles and higher-order needs in the larger circles.



When Maslow first presented his theory, he said that self-actualisation was a terminal state attained by only a few fortunate people. It is characterized by profound feelings of well-being, creativity, and spontaneity. Some achieve this state when communing with nature, others through listening to music, through a deep and meaningful relationship with another person, through a religious ex-

	SURVIVAL AND SECURITY (Deficiency Motives)	SATISFACTION AND STIMULATION (Growth Motives)
Pertaining to the body	Avoiding of hunger, thirst, oxygen lack, excess heat and cold, pain, overfull bladder and colon, fatigue, overtense muscles, illness and other disagreeable bodily states, etc.	Attaining pleasurable sensory experiences of tastes, smells, sounds, etc.; sexual pleasure; bodily comfort; exercise of muscles, rhythmical body movements, etc.
Pertaining to relations with environment	Avoiding of dangerous objects and horrible, ugly, and disgusting objects; seeking objects necessary to future survival and security; maintaining a stable, clear, certain environment, etc.	Attaining enjoyable posessions; constructing and inventing objects; understanding the environment; solving problems; playing games; seeking environmental novelty and change, etc.
Pertaining to relations with other people	Avoiding interpersonal conflict and hostility; maintaining group membership, prestige and status; being taken care of by others; conforming to group standards and values; gaining power and dominance over others, etc.	Attaining love and positive identifications with people and groups enjoying other people's company; helping and understanding other people; being independent, etc.
Pertaining to the self	Avoiding feelings of inferiority and failure in comparing the self with others or with the ideal self; avoiding loss of identity; avoiding feelings of shame, guilt, fear, anxiety, etc.	Attaining feelings of self-confidence; expressing oneself; feeling sense of achievement; feeling challenged; establishing moral and other values; discovering meaningful place for self in the universe.

perience, sexual encounter, or other means. Lower-order needs (physiological, safety, belongingness and esteem) must be satisfied before self-actualisation could be attained. Just prior to his death Maslow revised this, concluding that self-actualisation was a temporary state most people experienced from time to time. He also appeared to suggest that it was more of a process or tendency than a condition or terminal state as he had indicated earlier.

The lower-order needs in the heirarchy are closely linked to biological necessities and are narrower in scope than the higher-order and more psychologically oriented needs. Maslow noted that unsatisfied needs at the lower levels can cripple growth and development. Only after a basic sense of security has been attained can a person give and receive love or feel a sense of belonging. When all needs on preceding levels have been satisfied, the self-actualisation tendency will appear. A person brought up in a hostile, threatening environment is unlikely to develop an appreciation for beauty, belongingness, or self-esteem. Even self-actualisationed individuals subjected to psychological degradation and physical threat, such as in the World War II concentration camps, will revert to lower-order behavior. Only people freed from the domination of lower-order needs will display behavior motivated by higher-order needs. According to Maslow's view, an ideal environment would make possible the gratification of each level of needs as it appeared in each individual. On a more practical level, adult educators should be aware that some adults begin and continue learning for deficiency motivated reasons while others do so for growth motivated reasons.

MOTIVES FOR PARTICIPATION

Adult education administrators and program planners need to know what motivates people to participate, because their reasons will influence the type of program attended. Instructors need to know about the motivation of adult learners so they can adjust the learning environment to the needs, motives, and expectancies of the participants.

Many studies have been conducted over the years to try to develop an accurate picture of what motivates adults to participate. It appears that people enrol in adult education for six main reasons:

1. Escape/Stimulation — To get relief from boredom, to remedy deficiencies in social life and education background.

2. Professional Advancement — To gain knowledge, attitudes, and skills which will facilitate job advancement.

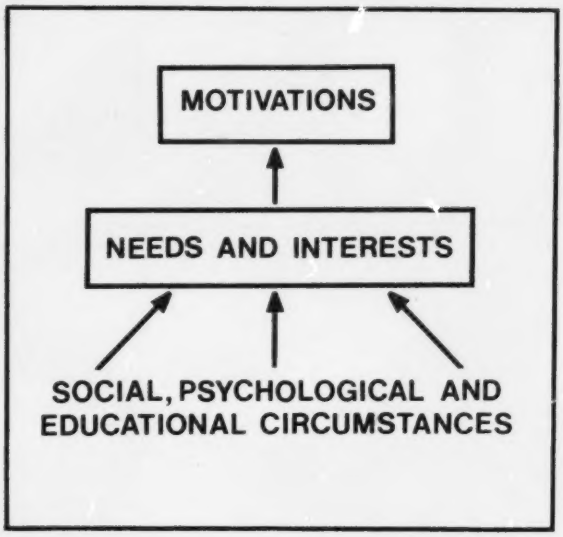
3. Social Welfare — To acquire knowledge, attitudes, and skills which can be applied in achieving social or community objectives.

4. Social Contact — To meet new friends, remedy deficiencies in social life, and enjoy group activities.

5. External Expectations — To carry out the expectations of some person with "authority" such as a priest, friend, social worker, employer, or physician.

6. Cognitive Interest — To learn just for the sake of learning — not tied to any particular goal — just for the inherent joy of participation and learning.

Motivations that impel people into adult education are related to other important aspects of the participant's life situation or psychological state. The most likely relationship between motivations and other variables looks like this:



Motivations are like the tip of an iceberg. They stem from deep-seated psychological needs and interests which are in turn related to the social, economic, and educational circumstances of the participant.

EXERCISE ONE

Take a break now and listen to the tape which accompanies this booklet. On the tape you will hear interviews with six participants in adult education programs. People often enrol for mixed motives, but those six people each enrolled for one dominant reason. One primarily enrolled for professional advancement; another for social welfare; another for social contact; another for external expectations, and another for cognitive interest. Listen to each interview and draw a line connecting each participant's name with the **dominant** motive that impelled the person to participate in adult education. *When you have completed the exercise, check your answers against the correct answers shown on the following page.*

1. Escape/Stimulation — To get relief from boredom, to remedy deficiencies in social life and educational background. — Godfrey Hanover
2. Professional Advancement — To gain knowledge, attitudes and skills which will facilitate job advancement. — Doris Applecart
3. Social Welfare — To acquire knowledge, attitudes, and skills which can be applied in achieveing social or community objectives. — Jennifer Block
4. Social Contact — To meet new friends, remedy deficiencies in social life, and enjoy group activities. — Gary Hanlon
5. External Expectations — To carry out the expectations of some person with "authority" such as a priest, friend, social worker, employer, or physician. — Jean Riviere
6. Cognitive Interest — To learn just for the sake of learning — not tied to any particular goal — just for the inherent joy of participation and learning. — Dick Garrison

ANSWERS

1. Escape/Stimulation — To get relief from boredom, to remedy deficiencies in social life and educational background.
2. Professional Advancement — To gain knowledge, attitudes and skills which will facilitate job advancement.
3. Social Welfare — To acquire knowledge, attitudes, and skills which can be applied in achieving social or community objectives.
4. Social Contact — To meet new friends, remedy deficiencies in social life, and enjoy group activities.
5. External Expectations — To carry out the expectations of some person with "authority" such as a priest, friend, social worker, employer, or physician.
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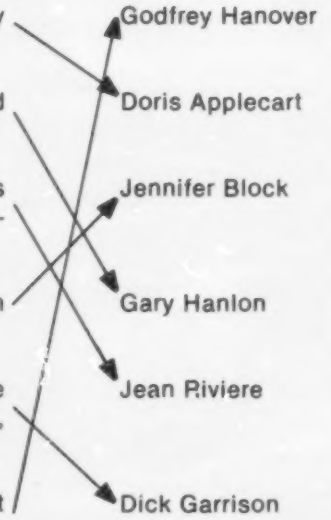
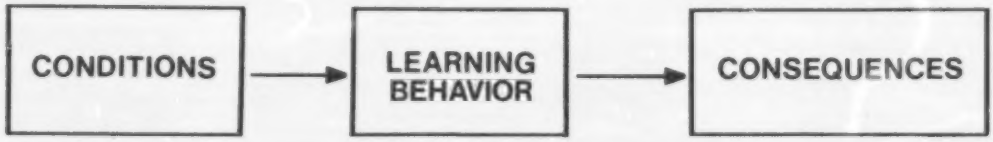


Turn off the tape when you have completed this exercise

MOTIVE FOR LEARNING

If adult educators manage to attract learners into their programs, they are under an obligation to ensure that time is well spent so that busy adults acquire new knowledge, attitudes, or skills that can be readily applied in real-life settings. Adults are usually highly motivated but sometimes appear to be unwilling learners. Instructors often say participants cannot learn because they are tired, lazy, or not motivated. These statements are usually incorrect and, furthermore, do not suggest what can be done to change the situation. An alternative view is to attribute responsibility for a participant's inability to learn to the learning environment. Many adults are subjected to unfavourable conditions for learning and are not adequately rewarded when they try to learn. A practical way of motivating a person to continue learning is to create optimal **conditions** and pleasant **consequences.** The situation can be portrayed like this:



Much human behavior can be viewed like this. Earlier it was noted that smokers habitually light cigarettes in the presence of other smokers and ashtrays (conditions). If their smoking behavior has pleasant consequences, the likelihood of smoking in the future is increased. Similarily, if an overweight person is subjected to pressure to lose weight (conditions) and the behavior (weight loss) leads to pleasant consequences (praise from friends, doctor, wife, a feeling of lightness and well-being), the chances of continuing the weight-loss behavior in the future will be increased.

This is a very practical and powerful way of viewing motivation. It suggests that motivation to change or learn does not stem from mysterious and unobservable mental processes but from the creation of optimal conditions and consequences. It is an optimistic view since it suggests that motivation can be modified by changing conditions, consequences, or both. If someone is poorly motivated, or not motivated at all, it suggests that the creation of more favourable conditions and consequences will improve the situation.

Teachers of children have long used conditions and consequences to shape motivation and behavior. But sometimes things go wrong. Take Jimmy Petersen for example. Jimmy is a boisterous and noisy child who often disrupts the classroom. Mrs. Fullerton-Smith, who favours "old-fashioned" teaching, last week decided she'd had enough of Jimmy so she told him to stand in a corner at the front of the room "where everyone could see him". Indeed, Jimmy had to stand there for three of the five school days last week. This week Jimmy is making more noise than ever. Standing at the front of the room apparently encouraged rather than discouraged his noisy behavior. Unfortunately, Mrs. Fullerton-Smith failed to realise that standing at the front is a pleasant experience for Jimmy. He demands attention and enjoys being in a place where everyone has to notice him. Mrs. Fullerton-Smith must now change the conditions and consequences that sustain Jimmy's noisy behavior.

Rejean Tremblay has a similar problem. Rejean's young son Pierre cries a lot at bedtime. Rejean is tired after work and, three months ago, tried to stop Pierre's crying by giving him candy at bedtime. He found he could stop the crying by giving Pierre three jellybeans. Now the boy is crying more than ever. Last week Rejean overheard the following conversation involving Pierre.

"Where did you get those jellybeans?"
"My dad gave them to me as a reward for crying at night."
"Does he want you to cry?"
"I suppose so because every time I cry I get a jellybean. Now I cry a lot. The more I cry, the more jellybeans I get."

Most human behavior occurs as a result of conditions and consequences. When motivating a person to change his or her behavior, we must correctly analyse the conditions that impel and the consequences that reinforce the behavior. Rejean was positively reinforcing crying behavior. Like Mrs. Fullerton-Smith, he must now change the conditions and consequences if he wants Pierre to stop crying. The conditions which impel adults to learn often stem from circumstances beyond the control of the instructor. But consequences which follow an adult's attempts to learn can be controlled by the instructor. Such consequences can either be positive or aversive.

Consider this situation. When Harry correctly answers questions in an adult basic education class, the instructor nods, smiles and says "good". This is a positive consequence. In contrast, when Fred answers questions the instructor says "we'll look at that one later", "look at it another way", or "try again". What happens if an instructor ignores the presence of some people, says derogatory things about them, or fails to recognise the worth of their contributions? In this situation, who will be motivated to learn and participate at the next session? Harry's participation behavior has been positively reinforced and he will be motivated to continue learning. Fred will likely lose interest and may drop out. Harry and Fred were both subject to consequences controlled by the instructor.

In some circumstances aversive reinforcement (adverse consequences) and even punishment can lead to changes in motivation and behavior. In adult education it is very unwise to employ aversive consequences to motivate learning or behavior. Conformity may be temporarily attained, but the side effects will be withdrawal or hostility. It is better to use positive reinforcement to shape desired learning behavior.

Most instructors try to create optimal conditions for adult learning. Most also use some form of reinforcement and give praise where it seems merited. It is not generally recognised that many adults approach learning and education with considerable apprehension. They are very open to the effects of positive reinforcement since they may have received little when they attended school as a child.

Positive consequences can be used to shape motivation, attitudes toward learning, and other behavior essential to attaining instructional objectives. Positive reinforcement can be delivered verbally ("good work", "excellent effort", and so on) or in more tangible forms. Research suggests that the nature of the reinforcement is less crucial than its psychological significance and its timing. Reinforcement should follow the desired behavior as quickly as possible.

A research study in adult education demonstrated the power of positive reinforcement (pleasant consequences) to motivate behavior. In an adult basic education centre, two behaviors, arriving late for class and not remaining in class, were disrupting classroom activities and interfering with learning. After observing the extent to which the 200 students were arriving late and leaving early, three red plastic chips were given to everyone in the classroom when the bell sounded. These tokens could later be exchanged for valuable activities and free time. After administering tokens for eight weeks, the experimenters then stopped giving out plastic chips. After five weeks, tokens were re-introduced, this time for remaining in the room until each class ended. After another period without chips, tokens were then available for both arriving on time and being present in the room when the bell sounded at three random times throughout a lesson. Drinks, knitting needles, coffee, fruit, dictionaries, and arts and crafts privileges could be purchased with tokens. The results showed that when tokens were used the 200 participants were more inclined to arrive on time and less inclined to leave early than when tokens were not available.

ENHANCING MOTIVATION

Some educators dislike using reinforcement because it appears childlike, manipulative, and in conflict with the idea that adults are self-directed. Certainly, care is needed when selecting reinforcers, but with thought and imagination most instructors can come up with reinforcers that motivate adults. One instructor uses a large glass bottle at the front of the class. Each time a prticipant makes a desired response, they write their name on a card and drop it into the bottle. Throughout the week the bottle fills up; on Friday a draw is held. The winner is given tickets to the local hockey game.

Most behavior is shaped by conditions and consequences. Unfortunately, the behavior shaping process is not usually approached systematically. As a result people are sometimes motivated to display undesired behavior. The situation with Pierre and the jellybeans is not uncommon and stems from faulty application of the principles described here. Positive consequences have the desired effect on motivation and behavior when:

1. The instructor establishes the positive consequences and sticks to the system. It's easy to be reasonable and make justifiable exceptions. The problem is that the exception becomes the rule.

2. Think small. Select small and humble objectives. Split the large learning objectives into small and modest tasks. The world's problems will be solved by taking care of one small problem at a time.

3. Establish functional behavior. Positively reinforce behavior which will be reinforced in the real world once the participant leaves your system. If you reinforce behavior which is not useful to the participant it won't last long.

4. Start where the learner is at. When you decide to deliver reinforcement, ensure it is for behavior that the participant is capable of. Don't try to get someone to jump over a five foot hurdle before they can jump a three foot hurdle. Start by positively reinforcing behavior that is close to where the particiant is.

5. Reinforce each unit in a chain. Divide large tasks into small steps and reinforce the completion of each step. Do not wait to deliver one big reinforcer at the end of a large task. Break up the task and deliver many small reinforcers.

Remember, use positive consequences as lavishly as necessary. 'Nothing succeeds like success' is a saying that aptly describes the situation. Aversive conditions and consequences diminsh motivation and will destroy an adult's appetite for continuing education. Positive conditions and consequences enhance motivation for participation and learning and will give the adult good feelings about continuing education.

Inducing fear and anxiety by telling participants that nothing can lead to success, by saying they "won't understand", by saying "it should be perfectly obvious", by threatening to "expose ignorance", by saying that "half won't make it", and so on, will temporarily spur the the learner to greater effort, but in the long-term will diminish motivation and induce drop-out. Remember, adults are volunteers for learning, and they vote with their feet.

Motivation is also diminished by inducing frustration. Frustration occurs if information is presented in large units that cannot be assimilated. Remember, 'think small'. Frustration also occurs if the instructor speaks too softly, keeps course and instuctional objectives a secret, provides scruffy and unreadable handouts, provides obscure and complex reading material, teaches one set of skills and tests another, tests for skills other than those in the objectives, refuses to answer questions, fails to recognize that adults do not all proceed at the same pace, or calls a halt when participants are absorbed in the material.

Conditions which cause humiliation or embarrassment to adult learners also diminish their motivation for further learning. Instructors should not make unfavourable comparisons between students, should not laugh at a participant's effort, spotlight a weakness by bringing it out for public attention, or belittle an attempt

to participate. Other adverse conditions are created when the instructor allows excessive noise or distraction to interfere, insists that participants be physically passive for long periods, schedules passive activities such as a lecture after a meal-break, works in a classroom that is too hot or too cold, or generally treats adults as if they were children.

Adults can be motivated to continue learning by providing positive conditions and consequences. The following list of positive conditions is adapted from *Developing Attitude Toward Learning* by R.F. Mager.

An adult's motivation for further learning can be enhanced by:

- Acknowledging participant's responses, whether correct or incorrect, as attempts to learn, and following them with accepting rather than rejecting comments ("No, you'll have to try again," rather than "How could you make such a stupid error!").
- Reinforcing or rewarding correct responses.
- Providing instruction in increments that will allow success most of the time.
- Providing enough signposts so that the participant always knows where he is and where he is expected to go.
- Providing the participant with instructional objectives that he can understand when he first sees them.
- Detecting what the participant already knows and dropping that from his program.
- Providing feedback that is immediate and specific to the participant's response.
- Giving the participant some choice in selecting and sequencing subject matter (especially where you maintain rigid control over the goals of the instruction), thus making positive involvement possible.
- Providing the participant with some control over the length of the instructional session.
- Relating new information to old, within the experience of the participant.
- Treating the participant as a person rather than as a number in a faceless mass.
- Using active rather than passive words during presentations.
- Making use of those variables known to be successful in attracting and holding human attention, such as motion, color, contrast, variety, and personal reference.
- Making sure the participant can perform with ease, not just barely, so that confidence can be developed.
- Expressing genuine delight at seeing the participant ("Delighted to see you again!").
- Expressing genuine delight at seeing the participant succeed.
- Providing instructional tasks relevant to your objectives.
- Using only test items relevant to your objectives.
- Allowing participants to move about as freely as their physiology and their curiosity demand.

Those conditions and consequences do not require expensive equipment or reference to weighty textbooks. By viewing motivation to learn as a function of both conditions and consequences, the instructor possesses a powerful tool to satisfy adult learning needs.

Now turn to the tape and listen to the interview with Roger Bashier. After that, listen to the instructors on the tape and try to identify examples of positive reinforcement. On the following page, circle whether the instructors you hear will enhance or diminish motivation to learn. When you have completed the exercise, check your answers against those on page 15

EXERCISE 2

How will these instructors affect their participants' motivation to continue learning? (Circle your answer.)

Instructor's Name		
Eric Little	will enhance motivation	will diminish motivation
Mary Smallwood	will enhance motivation	will diminish motivation
Harold Chips	will enhance motivation	will diminish motivation
Caroline Hurt	will enhance motivation	will diminish motivation
Marvin Barker	will enhance motivation	will diminish motivation
Jonathan Foster	will enhance motivation	will diminish motivation
Janet Oliver	will enhance motivation	will diminish motivation
Roland Hanover	will enhance motivation	will diminish motivation
Henry Cariboo	will enhance motivation	will diminish motivation
Henry Kipuka	will enhance motivation	will diminish motivation
Bonnie McPherson	will enhance motivation	will diminish motivation
Judy Orlando	will enhance motivation	will diminish motivation
Dick Garrison	will enhance motivation	will diminish motivation

Mary-Anne Vorster	will enhance motivation	will diminish motivation
Andrew Hartley	will enhance motivation	will diminish motivation
William Bassett	will enhance motivation	will diminish motivation
Gary Scrubs	will enhance motivation	will diminish motivation
Sandra Samuels	wil enhance motivation	will diminish motivation
Roger Volkswagen	will enhance motivation	will diminish motivation

ANSWERS

Instructor's Name		
Eric Little	will enhance motivation	(will diminish motivation)
Mary Smallwood	(will enhance motivation)	will diminish motivation
Harold Chips	(will enhance motivation)	will diminish motivation
Caroline Hurt	will enhance motivation	(will diminish motivation)
Marvin Barker	(will enhance motivation)	will diminish motivation
Jonathan Foster	will enhance motivation	(will diminish motivation)
Janet Oliver	will enhance motivation	(will diminish motivation)
Roland Hanover	(will enhance motivation)	will diminish motivation
Henry Cariboo	will enhance motivation	(will diminish motivation)
Henry Kipuka	(will enhance motivation)	will diminish motivation
Bonnie Mcherson	will enhance motivation	(will diminish motivation)
Judy Orlando	(will enhance motivation)	will diminish motivation
Dick Garrison	(will enhance motivation)	will diminish motivation

Mary-Anne Vorster	will enhance motivation	(will diminish motivation)
Andrew Hartley	will enhance motivation	(will diminish motivation)
William Bassett	will enhance motivation	(will diminish motivation)
Gary Scrubs	(will enhance motivation)	will diminish motivation
Sandra Samuels	(will enhance motivation)	will diminish motivation
Roger Volkswagen	(will enhance motivation)	will diminish motivation

ASSIGNMENT

1. Following a class session, take two sheets of paper and fold them in half vertically. Think about the conditions and consequences you employed in the session. On one sheet, list "positive conditions" on the left and "positive consequences" on the right. On the other sheet, list "negative conditions" and "negative consequences".

2. At the next class session, explain the concept of conditions and consequences to the participants. Ask them to list the conditions and consequences that work best for them. Compare their list to yours, and ask them to give you feedback about the conditions and consequences you create in class.

Part 1 of the assignment should be submitted in writing. Part 2 could be in writing or on tape, whichever you prefer.